Downloadable Tools from Bullying Leads To Hazing

🔗 About These Tools

The tools in this section were developed to bring the concepts of **Bullying Leads To Hazing** book to life — to help educators, parents, and school leaders turn awareness into action. To help guide you to find the tools, there are chapter references in the book.

Each one is grounded in real-world experience, trauma-informed practice, and the emotional truths explored throughout these chapters. While inspired by proven prevention strategies, every tool is original and uniquely tailored to support the themes, voices, and values woven into this book.

You won't find these tools in any off-the-shelf program. They were designed to fit the reality of classrooms, cafeterias, locker rooms, and everyday life. They are flexible, practical, and intended for real use — whether you're starting a conversation, guiding a student, planning a workshop, or changing school culture one small step at a time.

These tools are yours to use, adapt, and share — with attribution, when appropriate. Together, they form a foundation for action, reflection, and lasting change.

🎯 How to Use These Tools

- Print individual tools for classrooms, small groups, or one-one-guidance.
- Share chapter-based PDFs with colleagues to focus on specific needs.
- Use the Complete Tool Set as your master reference for schoolwide planning.

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📌 **Chapter 5: Strength in Empathy**

Strength Redefined – Discussion Guide on Empathy and Courage
Building Resilience Toolkit – Practices for the Classroom and Beyond
Reflection Journal – "I Am" Self-Worth Prompts
Vision Board & Mission Statement Templates: Rooting in Identity & Values
Emotional Intelligence Tools – Feelings Wheel, Role Play, and Perspective Work
Understanding the Bully Without Excusing Behavior: Student Guide
Helping Students Define Their Inner Compass: Values Sorting Activity
Modeling Strength Through Empathy: Educator/Parent Reflection Prompt

📌 Chapter 5: Strength in Empathy

Strength Redefined – Discussion Guide on Empathy and Courage

Use this classroom or small group guide to help students explore what real strength looks like — and how empathy fits into their identity.

Guiding Questions

- What do you think it means to be strong in middle school?
- Have you ever been told to "toughen up" or "just ignore it"? How did that feel?
- Can you think of a time when someone showed quiet strength — by helping, listening, or being kind even when it wasn't easy?
- What takes more courage — staying silent or speaking up?

Small Group Activity

Split students into small groups. Ask them to finish these sentences:

- Real strength is…
- Empathy feels like…
- I feel strong when I…

Have groups share highlights. Highlight responses that show thoughtfulness, not just boldness.

💬 **Facilitator Tip:** Encourage students to include quieter forms of courage — listening, noticing, being present — not just confrontation.

Building Resilience Toolkit – Practices for the Classroom and Beyond

Resilience isn't "bouncing back" — it's learning to stay grounded during hard moments. Use this toolkit to help students build it, step by step.

In the Classroom

- **Weekly Check-In Circles**: Let students share one high and one challenge from the week.
- **Celebrate Courage, Not Just Achievement**: "I saw how you tried again after a hard day."
- **Anonymous Reporting Box**: Create a safe way for students to share concerns without fear.

Outside the Classroom

- **Clubs That Build Community**: Encourage activities that foster shared identity — robotics, art, drama, sports.
- **Mentorship Moments**: Older students support younger ones through shared stories or simple check-ins.

Intentional Practice Tools

- **Mindfulness Minutes**: One quiet breath-focused minute before or after class.
- **Gratitude Journal**: "One thing I'm proud of today…"
- **Storytime of Resilience**: Share real examples of students or public figures who overcame challenges.
- **Cognitive Reframes**: "It's not 'I failed' — it's 'I'm still learning.'"

🌿 These small acts don't just reduce stress — they grow belief in personal strength.

Reflection Journal – "I Am" Self-Worth Prompts

These journaling prompts help students root their self-worth in identity, not popularity or peer approval.

Prompts

- "Three things I like about who I am…"
- "One time I stood up for myself or someone else was…"
- "I'm proud that I…"
- "One thing I've overcome is…"
- "Even when others don't see it, I know I am…"
- "Something that makes me unique is…"
- "If I could give my younger self advice, it would be…"

Optional Extension

Have students create "I Am" affirmation cards to decorate, keep in their binder, or post in a class gallery.

🧡 These reflections may feel small, but they slowly undo the lie that worth depends on others' opinions.

Vision Board & Mission Statement Templates: Rooting in Identity & Values

These creative tools help students explore who they are, what matters to them, and who they want to become.

Vision Board Activity

Instructions:

- Provide students with magazines, printed images, or online design tools.
- Ask them to choose images, words, or symbols that represent:

  - Things they care about
  - Qualities they value in themselves
  - Dreams for their future
  - What strength and kindness look like to them

Prompts for Reflection:

- "What does this board say about who you are?"
- "Which image means the most to you?"
- "How does this vision help you when things get hard?"

📌 Tip: Create a "Vision Wall" in the classroom to share with peers and reinforce community identity.

Mission Statement Template

Students can complete this sentence frame:

"I believe in _____. I want to be someone who _____. I will show up with _____, even when it's hard."

Examples:

> "I believe in fairness. I want to be someone who notices when others are left out. I will show up with courage, even when I'm scared."
>
> "I believe in kindness. I want to be someone who helps others feel included. I will show up with patience and strength."

Emotional Intelligence Tools – Feelings Wheel, Role Play, and Perspective Work

Empathy begins with understanding your own emotions. These tools help students build that foundation.

Feelings Wheel

Create a simplified **Feelings Wheel** with three layers:

- **Core Emotions**: Happy, Sad, Angry, Afraid, Disgusted, Surprised
- **Expanded**: Excited, Lonely, Frustrated, Nervous, Embarrassed, Grateful
- **Refined**: Overwhelmed, Confident, Rejected, Curious, Peaceful, Resentful

🧠 Use as a daily check-in tool or to debrief after group conflicts or emotional moments.

Role-Playing Prompts

Let students act out these situations and reflect:

- A friend says something hurtful — what might they be feeling underneath?
- You see someone sitting alone at lunch — what might their day be like?
- You feel left out — how can you name your feelings without blaming others?

🎭 These scenes help students *feel* what others might experience and develop language for responding with care.

Perspective-Taking Journal

Prompt:

1. "Imagine you're the new student. What would make you feel welcome? What would hurt?"
2. "Think of a time you misunderstood someone's actions. What might they have been going through?"

💡 Emotional fluency is teachable — and it directly supports reduced aggression and increased peer support.

Understanding the Bully Without Excusing Behavior: Student Guide

Use this guide with students or adults to explore the deeper causes behind bullying while reinforcing accountability.

Why Students Might Bully

- To avoid being targeted themselves
- Because they've learned power = control
- To gain social status or impress peers
- To feel strong after being hurt themselves
- Because they've seen this behavior modeled at home or online

Insight Prompts for Class or Counseling

- "What do you think makes someone lash out at others?"
- "Have you ever acted unkind because you were afraid?"
- "What's the difference between a reason and an excuse?"

✍️ Encourage reflection: "How could someone who feels invisible act in a way that causes harm?"

Support + Accountability Model

Do:

- Offer a safe space to talk
- Pair insight with consequences
- Encourage small repair steps (apologies, changed behavior, etc.)

Don't:

- Label permanently
- Excuse or minimize harm
- Shame without offering support to change

⚖️ When we understand the behavior, we can interrupt the pattern — not just punish it.

Helping Students Define Their Inner Compass: Values Sorting Activity

Students are often told what to do — but rarely asked what they stand for. This activity invites them to identify their core values and explore how those values influence their choices.

Step 1: Introduce the Concept

Explain that **values** are the beliefs and qualities that matter most to us — they guide our behavior, especially when things get tough.

Examples:

- Kindness
- Honesty
- Courage
- Loyalty
- Inclusion
- Respect
- Creativity
- Fairness
- Responsibility

Step 2: Sorting Exercise

Provide students with 15–20 value cards or a list. Ask them to sort into three piles:

- **Very Important to Me**
- **Somewhat Important**
- **Not as Important**

Then, have them narrow the "Very Important" pile to their **top 3 core values**.

Step 3: Reflect & Apply

Prompts:

- "Why did you choose these values?"
- "How do you show these values in your daily life?"

- "Has anyone ever challenged or tested your values? What did you do?"
- "How do these values shape how you treat others?"

🧭 Students who know their values are more likely to act with empathy, resist peer pressure, and stand up for others.

Optional Extension

Have students design a "Values Shield" or "Personal Code of Honor" that visually represents the values they chose. Post in class to create a values-based culture.

Modeling Strength Through Empathy: Educator/Parent Reflection Prompt

Students don't just learn empathy from lessons — they learn it from us. This reflection tool helps adults examine how they model emotional intelligence, vulnerability, and strength in their relationships with students.

Part 1: Reflect

Questions for Adults:

- Do I view empathy as a form of strength or softness?
- When a student is struggling, do I pause to listen before I correct?
- How do I respond to emotions like anger, sadness, or fear — in myself and others?
- Have I ever accidentally minimized a student's pain by saying, "It's not that bad" or "You'll be fine"?
- Do I create space for students to express themselves safely — without fear of shame?

Part 2: Actions That Teach

Ways to Model Strength Through Empathy:

- Share your own feelings appropriately ("I felt frustrated too when I…").
- Apologize when you make a mistake or speak too harshly.
- Praise students for kindness, not just achievements.
- Invite student voice — ask for their opinions, ideas, and experiences.
- Set boundaries calmly and explain why they matter.
- Speak about emotions as normal, not as weaknesses.

💡 When adults treat empathy as strength, students will too.